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ABSTRACT

The main question investigated by this study was whether future teachers' attitudes toward women were significantly different from the attitudes of other college students. The subjects of this research were college students divided into two groups--education majors and majors in other subjects. A likert-type scale questionnaire was administered consisting of statements about women's rights and roles in vocational, educational, and intellectual activities; dating behavior and etiquette; sexual behavior; and marital relationships. Little significant difference was found between the attitudes of future teachers toward women and those of other students. The suggestion is offered that future teachers should receive preservice and inservice training to change their attitudes from acceptance of many sex stereotypes so they may educate children in a way that is bias free. A sample of the questionnaire is appended as well as selections from the Illinois law providing sex equality in education. (JD)

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SEXISM IN EDUCATION ? :

A STUDY OF FUTURE TEACHERS' ATTITUDES TOWARD WOMEN

A Paper

Presented at

The National Meeting

of

The Association of Teacher Educators

in

Orlando, Florida

February, 1979

by

Jessie Symington Panko, Ph.D.

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TABLE OF CONTENTS

Introduction	1
Review of Literature	2
The Design	7
Instrumentation	10
Research Questions	10
Results	11
Conclusions	24
Implications	28
Limitations	29
References	31
Appendix A (Attitude Toward Women Scale)	33
Appendix B (Implementation Guidelines)	35

Introduction

An essential element in the ultimate elimination of sex bias is education is the training of parents and teachers who are cognizant of their responsibilities to provide equal educational opportunities for all children. This is not a new problem. In 350 B.C. Plato asked the question in Book V of The Republic: "Can you...use any living creature for the same work as another unless you rear and train it in the same way?" He then followed this by adding, "if we employ women in the same tasks as men, we must give them the same instruction." (Lindsay, translator, 1975).

However, in 1976, 2,326 years after Plato made his enlightened statements, Dr. Bernice Sandler, director of the Association of American Colleges' Project on the Status and Education of Women, while writing about sex discrimination in our schools stated that it has gone

unnoticed, unchallenged, and unchecked. All educational institutions could legally discriminate against females as students, staff and faculty.

The 92nd Congress (1971-72), in a little-noticed legislative explosion, articulated a national policy to end sex discrimination on the campus. Title VIII of the Civil Rights Act of 1964 was amended to cover employment in all educational institutions whether or not they receive Federal monies. The Equal Pay Act was amended to cover all administrative, executive, and professional employees, including faculty. Titles VII and VIII of the Public Health Service were amended to prohibit sex discrimination in admissions to all Federally assisted programs that train health professionals; the U.S. Commission on Civil Rights was given jurisdiction over sex discrimination; and last, but certainly not least, the Congress enacted Title IX of the Education Amendments Act of 1972 to forbid sex discrimination against students and employees in Federally assisted education programs. (Sandler, 1976)

It was in Title IX that it was stated that "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance."

Late in 1977 the Illinois State Board of Education published guidelines for implementing Illinois law PA 79-597 which provides for sex equality in schools. (See Appendix B.) The stated purpose in issuing the guidelines is to "facilitate efforts of Illinois educators as they work to expand options for all students, removing barriers and encouraging growth, so that no child is limited solely on the basis of his or her sex."

While American schools are compulsory for all children, they certainly are not equal for all children. Sexist practices exist and harm both males and females. Children are victims of sexism - the prejudice which is based upon an accident of birth. They are subjugated and denied opportunity because of being born into a particular sex. There is a tendency to "track" students into their sex stereotypes. Sexist practices prevent both males and females from fulfilling their human potential.

In providing educational opportunities for all children regardless of their sex, teachers will play a crucial role. Will they reflect the values of society in order to maintain it, or will they lead society in order to reform it? The role which they play will undoubtedly reflect the attitudes and values which they hold. In order to determine the attitudes toward women which future teachers have, the following study was undertaken.

Review of Literature

Unfortunately, in spite of all that has been written about education, attitudes, and sexism, there is a paucity of research which deals with educators' attitudes toward sexism. A number of studies have reported that sexism exists in different types of children's books and literature: in basal readers (Committee on Women in Words and Images, 1972), in Caldecott Medal winners (Camper, 1975;

Rogers, 1975; Nilson, 1972), in picture books for preschoolers (Wertzman, et al, 1972), in high school mathematics books (Rogers, 1973). Each has reported that sexism is reinforced by the subtle indoctrination that males are superior and females are inferior.

In spite of these findings, a poll of school administrators in all fifty states by Nation's Schools indicates that eighty-four percent of the school administrators did not believe that sex bias exists in curriculum materials. Sixty-two percent indicated that sex bias would not be of any greater importance to them the next time they bought textbooks for their schools. (Nation's Schools, 1972). Do you suppose the sex of these administrators has any impact on these findings?

A recent study (Clement, et al, 1978) indicates that sixty-six percent of elementary and secondary school teachers are women, but only fifteen percent of the school principals are women, while in 1928 nationwide women held fifty-five percent of the elementary school principalships. In Illinois in 1950 women held forty-two percent of the elementary principalships, while in 1976 they held only fourteen percent. "Data revealing the current average age and years of experience and salary for male and female administrators for major administrative positions indicate that female administrators are older, more experienced, and yet earn lower salaries than their male counterparts..." (Pancrazio, 1977)

In 1970-71, there were 158,864 elementary and secondary administrators -- principals; superintendents; deputy, associate, and assistant superintendents; and other central office staff members. Of these, 12,581 were superintendents in basic units and an additional estimated 1,500 superintendents were at the intermediate level. Most of the administrators were decision-makers in small systems (300-2,999 students). Large systems, with an enrollment of 25,000 or more, had 192 superintendents. Medium-sized systems, enrolling 3,000-24,999 students, had an estimated 3,000 superintendents. The medium and large systems together represented 80 percent of all superintendencies in the United States, and men occupied 99.4 percent of these positions. (Clement, et al, 1978)

In Illinois, "men hold 92 percent of the current administrative positions even though they account for only 37 percent of the teaching force." (Pancrazio, 1977)

A study of the status of women in academe indicates that in spite of federal legislation and the Women's Movement "traditional social attitudes toward women ... are encased in the halls of liberal learning." (Howard, 1978) Female students hold the less prestigious campus leadership positions while male students hold the positions of power and influence.

Female faculty members do not fare any better. They hold only twenty-five percent of the faculty positions. This percentage of women decreases as the size of the institution increases. It also decreases as the professional rank increases. Women only represent 16.5 percent of the tenured full-time faculty and they only represent 18 percent of the deans. In fact one-third of the colleges and universities sampled do not have any women deans. There is a conspicuous absence of women in administrative positions and they rarely occupy the highest administrative posts as president, chief academic officer, or business officer. The few women administrators are more concentrated in the lower echelons of the university hierarchy.

Howard (1978) also reports that women represent only twenty-one percent of the college trustees and most appear at small, private, and women's colleges. Women commencement speakers and honorary degree recipients did not fare any better.

Of the 485 schools providing data, 41 percent indicated that not once during the three-year period 1973-76 did they have a female commencement speaker. Slightly more than half of the sample, 59 percent, engaged women commencement speakers one or more of the three consecutive years....Only ten percent of the coeducational institutions had female commencement speakers for two of the three consecutive years...

As recipients of honorary degrees women appear to be faring somewhat better. Although 36 percent of the schools did not confer any on women during this period, 1973-76, one-fifth (21 percent) did give such a degree to at least one woman during each of the three consecutive years. Another 18 percent of the schools conferred honorary degrees on women in two of the three years. (Howard, 1978)

On Campus With Women in June, 1978 reported that "Of the more than 47,000 trustees and regents serving on 2,314 governing boards responsible for 3,036 colleges and universities, only 15 percent are women. The typical trustee is a white male in his early fifties."

In a study of women students at Berkeley (Heyman, 1977) it was reported that women graduate students believe "that they receive insufficient financial support and that available funds are not always distributed equitably. A recent study on awards from all sources found a small, but statistically significant bias in this direction campuswide." A study from the November 1977 issue of the Journal of Student Financial Aid supports this finding. It indicates that based on data from twenty-nine thousand undergraduates at 241 colleges and universities "the distribution of financial aid appears to favor men more frequently than women."

In the Department of Education at Berkeley, it was reported that there are "more subtle ways in which female students feel occasionally discriminated against. Some students sensed that faculty expectations for rigorous high-quality work were lower for females and this became a self-fulfilling prophecy both in the classroom and later in their qualification for jobs. Some of the interests which are common among the women students, e.g., sex role socialization, are not of great interest to the faculty. (This is exacerbated by the predominance of male faculty.)" (Heyman, 1977)

However, women also can be their own worst enemy. A recent poll in Ohio of women school board members revealed that seventy percent "believe the education system channels boys and girls in different directions. Even more -- 73% -- said such channeling is wrong. Strangely enough, only 48% supported the Equal Rights Amendment." (Saiter, 1978). Even more strangely, it was reported that "only 43% of the respondents agreed that an all-female board of education would be as effective as an all-male board." (Saiter, 1978)

Thus the research does not appear to support the position that sexism does exist within all levels of our educational system. However, there is a limited number of studies dealing with individual's attitudes toward women.

In 1972 Janet T. Spence and Robert Helmreich published "The Attitude Toward Women Scale: An Objective Instrument to Measure Attitudes Toward the Rights and Roles of Women in Contemporary Society." This instrument contained fifty-five items. In 1973 Spence and Helmreich in conjunction with Joy Stapp published a short version of their scale. The new version correlated with the longer version and contained twenty-five items. These scales have been the basis of two studies related to education.

In one Richard T. Rees and Janet Grogan studied "The Relation of Sexism and Authoritarianism in Teacher Attitudes." Their "hypothesis was that teachers who are authoritarian will exhibit a significantly higher degree of sexism than teachers who are less authoritarian." (Rees and Grogan, 1978) Their research indicated that this was a correct hypothesis.

In the other study, Patricia Del Rey and Dorothy S. Russell were looking for empirical evidence that Women's Studies Courses can be used to raise consciousness "of the overt and subtle process of sex-role stereotyping that limits women's aspirations and achievement." (Del Rey and Russell, 1978) Using the

long version of the Spence-Helmreich Attitudes Toward Women Scale, they tested students on the first and last day of three Women's Studies Courses. They found that the women did hold significantly "less stereotypic views toward one another as a result of these courses."

The Design

The "Attitudes Toward Women Scale: Short Form" was used to measure the students' attitudes toward women in two different educational settings. One college is a two-year public college and the other is a four-year private college. Both colleges are located in the city of Chicago.

The public college has a liberal admission policy. The students who are admitted are:

1. Graduates of accredited high schools (including General Educational Development, G.E.D., equivalent),
2. Adults 18 years of age or older, or
3. Special Students who may be admitted by the President of the College.

The Child Development majors are students who are seeking an advanced certificate in Child Development. These students include people who have already earned a bachelor's degree at another institution and are merely seeking certification, others who are seeking certification and an associate of arts degree as terminal preparation, and others who will continue their education after graduation. Study of Child Development can lead to employment as a teacher in public and private pre-schools, day-care centers, or nursery schools. It also can prepare students to work as teacher aides and activities supervisors.

The private college has a selective enrollment policy. Approximately fifty per cent of the students admitted are in the top twenty percent of their high school class.

The Education majors are students who are seeking state certification for teaching from kindergarten to ninth grade. They are undergraduates who are seeking certification and a bachelor's degree. Most are majoring only in education; however, a few are double majors -- majoring in Education and another subject.

At both schools the "Attitudes Toward Women: Short Form" was given in ten classes. At the two-year school five of these classes were those taken almost exclusively by Child Development majors and five of them were not. At the four-year school five of these classes were those taken almost exclusively by Education majors and five of them were not. Each student was given a copy of the instrument on which to record answers and indicate sex, age, and major. The directions were read aloud to each group of students.

After the questionnaires were collected, they were sorted into two groups for each school -- Child Development majors and non-Child Development majors at the two-year college and Education majors and non-Education majors at the four-year college. The questionnaires were numbered and then fifty Child Development and Education majors were randomly selected. These two groups were then divided according to sex and counted. In the Child Development group ten men and forty women had been selected. In the Education group eight men and forty-two women had been selected. The non-Child Development and non-Education majors were then sorted according to sex, numbered, and randomly selected using the same number of males and females as had been randomly selected in the major groups. This was done to help eliminate sex as a bias factor in data analysis. Table 1 shows the distribution of students according to sex.

Table 1
Sex Distribution

Sex	Education Majors	Non- Education Majors	Child Development Majors	Non-Child Development Majors	Total
Male	8	8	10	10	36
Female	42	42	40	40	164
Total	50	50	50	50	200

The four groups represent a range of ages from 17 to 53. Table 2 shows the distribution of students according to age.

Table 2
Age Distribution

Age	Education Majors	Non- Education Majors	Child Development Majors	Non-Child Development Majors	Total
17	0	1	0	0	1
18	2	10	1	3	16
19	2	11	4	7	24
20	10	10	7	4	31
21	11	6	6	4	27
22	4	4	7	9	24
23	4	1	5	1	11
24-29	4	2	14	10	30
30-39	12	4	5	7	28
40-49	0	1	1	4	6
Over 50	1	0	0	1	2
Total	50	50	50	50	200
Mean	24.6	21.6	25.8	27.8	24.9
Median	21.5	20.0	22.5	22.0	22.0

The students' scores were calculated based on the answers which were circled on the questionnaire. Each item has four response alternatives: agree strongly, agree mildly, disagree mildly and disagree strongly. These responses have a value from 0 for the most traditional response to 3 for the most contemporary or profeminist response. The groups' responses were compared statistically using t-test and chi square where appropriate.

Instrumentation

The short version of the Attitudes Toward Women Scale (AWS) was used (see Appendix, Item A). It is a twenty-five item version of the 1972 Spence-Heimreich Attitudes Toward Women Scale which contained fifty-five items. The Likert-type scale consists of statements about women's rights and roles in "vocational, educational, and intellectual activities; dating behavior and etiquette; sexual behavior; and marital relationships." (Spence, et al 1973) The short twenty-five item form was developed at the University of Texas at Austin by Janet T. Spence, Robert Heimreich, and Joy-Stapp. Permission to use the scale was granted by Janet T. Spence. She also pointed out that she has also developed an even shorter version consisting of just fifteen items.

Research Questions

1. Is there a significant difference in the "Attitudes Toward Women" scores of Child Development majors and non-Child Development majors?
2. Is there a significant difference in the "Attitudes Toward Women" scores of Education and non-Education majors?
3. Is there a significant difference in the "Attitudes Toward Women" scores of Child Development majors and Education majors?
4. Is there a significant difference in the "Attitudes Toward Women" scores of non-Child Development majors and non-Education majors?

5. Is there a significant difference in the "Attitudes Toward Women" scores of male Education majors and female Education majors?
6. Is there a significant difference in the "Attitudes Toward Women" scores of male Child Development majors and female Child Development majors?
7. Is there a significant difference in the "Attitudes Toward Women" scores of male Child Development majors and male Education majors?
8. Is there a significant difference in the "Attitudes Toward Women" scores of male non-Child Development majors and male Child Development majors?
9. Is there a significant difference in the "Attitudes Toward Women" scores of male non-Education majors and male Education majors?
10. Is there a significant difference in the "Attitudes Toward Women" scores of female Child Development majors and female Education majors?
11. Is there a significant difference in the "Attitudes Toward Women" scores of female non-Child Development majors and female Child Development majors?
12. Is there a significant difference in the "Attitudes Toward Women" scores of female non-Education majors and female Education majors?
13. What items on the questionnaire are ranked most traditional and which are ranked least traditional:
 - A. by the total group?
 - B. by the sub-groups?

Results

The first research question is: Is there a significant difference in the "Attitudes Toward Women" scores of Child Development majors and non-Child Development majors?

The mean scores and related data for each group are reported in Table 3 along with the results of the significance testing which was performed on the data.

Table 3

Means of Child Development and Non-Child Development Majors

Group	N	Range	Median	Mean	Standard Deviation	t-test	Level of Significance
Child Development Majors	50	35-74	57.0	57.38	9.447	1.888	N.S.
Non-Child Development Majors	50	28-75	52.5	53.2	12.48	1.888	N.S.

The results clearly show that the Child Development majors did not have significantly different attitudes toward women than the non-Child Development majors. Although the mean and median scores of the Child Development majors were slightly higher and slightly less variable than the non-Child Development majors, the difference was not significant.

The second research question is: Is there a significant difference in the "Attitudes Toward Women" scores of Education and non-Education majors?

The mean scores and related data for each group are reported in Table 4 along with the results of the significance testing which was performed on the data.

Table 4

Means of Education and Non-Education Majors

Group	N	Range	Median	Mean	Standard Deviation	t-test	Level of Significance
Education Majors	50	32-75	60.0	58.1	9.716	0.6073	N.S.
Non-Educa. Majors	50	24-75	58.0	56.64	14.24	0.6073	N.S.

The results clearly show that the Education majors did not have significantly different attitudes toward women than the non-Education majors. Although the mean and median scores of the Education majors were slightly higher and slightly less variable than the non-Education majors, the difference was not significant.

The third research question: Is there a significant difference in the "Attitudes Toward Women" scores of Child Development majors and Education majors?

The mean scores and related data for each group are reported in Table 5 along with the results of the significance testing which was performed on the data.

Table 5

Means of Child Development and Education Majors

Group	N	Range	Median	Mean	Standard Deviation	t-test	Level of Significance
Child Development Majors	50	35-74	57.0	57.38	9.447	0.386	N.S.
Education Majors	50	32-75	60.0	58.10	9.716	0.386	N.S.

The results clearly show that there is a striking similarity between the scores earned by the Child Development and the Education majors. The mean scores are within 0.72 points of each other and the standard deviation is within 0.269 of each other.

The fourth research question: Is there a significant difference in the "Attitudes Toward Women" scores of non-Child Development majors and non-Education majors?

The mean scores and related data for each group are reported in Table 6 along with the results of the significance testing which was performed on the data.

Table 6

Means of Non-Child Development and Non-Education Majors

Group	N	Range	Median	Mean	Standard Deviation	t-test	Level of Significance
Non-Child Development Majors	50	28-75	52.5	53.2	12.48	1.285	N.S.
Non-Education Majors	50	24-75	58.0	56.64	14.24	1.285	N.S.

The results show that the non-Education majors and the non-Child Development majors did not have significantly different attitudes toward women. The mean and median scores of the non-Education majors were slightly higher and slightly more variable than the scores of the non-Child Development majors; the difference was not significant.

The fifth research question: Is there a significant difference in the "Attitudes Toward Women" scores of male Education majors and female Education majors?

The mean scores and related data for each group are reported in Table 7 along with the results of the significance testing which was performed on the data.

Table 7
Means of Male and Female Education Majors

Group	N	Range	Median	Mean	Standard Deviation	t-test	Level of Significance
Males	8	32-63	51.5	50.75	9.618	2.46	.05
Females	42	41-75	60.0	59.52	9.187	2.46	.05

The results show that there is a difference of 8.5 points in the median scores of the male and female Education majors and a difference of 8.77 points in the mean scores of the male and female Education majors. In both cases, the females have a less traditional and the males have a more traditional attitude toward women. The scores are nearly equally variable, and the difference in their scores is significant at the .05 level of significance.

The sixth research question: Is there a significant difference in the "Attitudes Toward Women" scores of male Child Development majors and female Child Development majors?

The mean scores and related data for each group are reported in Table 8 along with the results of the significance testing which was performed on the data.

Table 8

Means of Male and Female Child Development Majors

Group	N	Range	Median	Mean	Standard Deviation	t-test	Level of Significance
Males	10	35-70	61.5	58.7	10.47	0.4896	N.S.
Females	40	37-74	56.0	57.05	9.29	0.4896	N.S.

The results show that the male Child Development majors have a slightly less traditional and the females have a slightly more traditional attitude toward women; however, the difference in their scores is not significant.

The seventh research question: Is there a significant difference in the "Attitudes Toward Women" scores of male Child Development majors and male Education majors?

The mean scores and related data for each group are reported in Table 9 along with the results of the significance testing which was performed on the data.

Table 9

Mean of Male Child Development and Male Education Majors

Group	N	Range	Median	Mean	Standard Deviation	t-test	Level of Significance
Male Child Development Majors	10	35-70	61.5	58.7	10.47	1.62	N.S.
Male Education Majors	10	32-63	51.5	50.75	9.618	1.62	N.S.

The results show that the male Child Development majors have a slightly less traditional attitude toward women than the male Education majors; however, the difference in their scores is not significant.

The eighth research question: Is there a significant difference in the "Attitudes Toward Women" scores of male non-Child Development majors and male Child Development majors?

The mean scores and related data for each group are reported in Table 10 along with the results of the significance testing which was performed on the data.

Table 10

Means of Male Child Development and Male Non-Child Development Majors

Group	N	Range	Median	Mean	Standard Deviation	t-test	Level of Significance
Male Child Development Majors	10	35-70	61.5	58.7	10.47	2.1875	.05
Male Non-Child Development Majors	10	30-67	46.0	46.8	13.66	2.1875	.05

The results show that the male Child Development majors have a significantly less traditional attitude toward women than the male non-Child Development majors. It is significant at the .05 level.

The ninth research question: Is there a significant difference in the "Attitudes Toward Women" scores of male non-Education majors and male Education majors?

The mean scores and related data for each group are reported in Table 11 along with the results of the significance testing which was performed on the data.

Table 11

Means of Male Education Majors and Male Non-Education Majors

Group	N	Range	Median	Mean	Standard Deviation	t-test	Level of Significance
Male Education Majors	8	32-63	51.5	50.75	9.618	1.524	N.S.
Male Non- Education Majors	8	24-58	46.0	43.00	10.69	1.524	N.S.

The results indicate that the male Education majors have a slightly less traditional attitude toward women than the male non-Education majors; however, this difference is not significant.

The tenth research question: Is there a significant difference in the "Attitudes Toward Women" scores of female Child Development majors and female Education majors?

The mean scores and related data for each group are reported in Table 12 along with the results of the significance testing which was performed on the data.

Table 12

Means of Female Child Development Majors and Female Education Majors

Group	N	Range	Median	Mean	Standard Deviation	t-test	Level of Significance
Female Child Development Majors	40	37-74	56.0	57.05	9.2887	1.21	N.S.
Female Education Majors	42	41-75	60.00	59.52	9.187	1.21	N.S.

The results indicate that the female Child Development majors have a slightly more traditional attitude toward women than the female Education majors; however, the difference is not significant.

The eleventh research question: Is there a significant difference in the "Attitudes Toward Women" scores of female non-Child Development majors and female Child Development majors?

The mean scores and related data for each group are reported in Table 13 along with the results of the significance testing which was performed on the data.

Table 13

Means of Female Child Development and Female Non-Child Development Majors

Group	N	Range	Median	Mean	Standard Deviation	t-test	Level of Significance
Female Child Development Majors	40	37-74	56.0	57.05	9.2887	0.947	N.S.
Female Non- Child Develop- Majors	40	28-75	55.0	54.8	11.81	0.947	N.S.

The results indicate that there is not a significant difference in the attitude toward women of the female Child Development majors and the female non-Child Development majors. The scores of the female Child Development majors are slightly less traditional than those of the non-Child Development majors, but it is insignificant.

The twelfth research question: Is there a significant difference in the "Attitudes Toward Women" scores of female non-Education majors and female Education majors?

The mean scores and related data for each group are reported in Table 14 along with the results of the significance testing which was performed on the data.

Table 14

Means of Female Education and Female Non-Education Majors

Group	N	Range	Median	Mean	Standard Deviation	t-test	Level of Significance
Female Education Majors	42	41-75	60.0	59.52	9.187	0.1443	N.S.
Female Non-Education Majors	42	41-75	59.0	59.24	8.556	0.1443	N.S.

The results indicate that the attitude toward women scores of the female Education majors and the female non-Education majors is almost identical. The mean and median scores of the two groups are within one point of each other. The standard deviation is also almost identical. There is no significant difference in the scores of the two groups.

The thirteenth research question: What items on the questionnaire are ranked most traditional and which are ranked least traditional?

A. by the total group?

B. by the sub-groups?

In order to consider research question thirteen, the responses which were made by each group to each item were counted. These figures were then multiplied by the weighted value of the response and the answers were totalled in order to find the group response to each item on the questionnaire. These sub-totals were added to determine the total group's response to the item. This served as the basis of the ranking of the items. Table 15 lists the ranking of each item by the total score for the item.

Table 15
Ranking of Questionnaire Items

Item Rank	Questionnaire Item Number	Item	Least Traditional Response	Total Score
1	6	Under modern economic conditions with women being active outside the home, men should share in household tasks such as washing dishes and doing laundry.	AS	547
2	8	There should be a strict merit system in job appointment and promotion without regard to sex.	AS	543
3	14	Sons in a family should be given more encouragement to go to college than daughters.	DS	542
4	3	Both husband and wife should be allowed the same grounds for divorce.	AS	530

Table 15 (Cont'd.)

5	12	Women should assume their rightful place in business and all other professions along with men.	AS	509
6	22	On the average, women should be regarded as less capable of contributing to economic production than are men.	DS	508
7	19	Women should be concerned with their duties of childbearing and housetending, rather than with desires for professional and business careers.	DS	507
8	20	The intellectual leadership of a community should be largely in the hands of a man.	DS	502
9	24	Women should be given equal opportunity with men for apprenticeship in the various trades.	AS	499
10	15	It is ridiculous for a woman to run a locomotive and a man to darn socks.	DS	492
11	2	Women should take increasing responsibility for leadership in solving the intellectual and social problems of the day.	AS	489
12	25	The modern girl is entitled to the same freedom from regulation and control that is given to the modern boy.	AS	472
13	16	In general, the father should have the greater authority than the mother in bringing up children.	DS	460
14	10	Women should worry less about their rights and more about becoming good wives and mothers.	DS	452
15	18	The husband should not be favored by law over the wife in the disposal of family property or income.	AS	439
16	13	A woman should not expect to go to exactly the same places or to have quite the same freedom of action as a man.	DS	435
17	9	A woman should be as free as a man to propose marriage.	AS	411

Table 15 (Cont'd.)

18	4	Telling dirty jokes should mostly be a masculine prerogative.	DS	404
19	17	Women should be encouraged not to become sexually intimate with anyone before marriage, even their fiances.	DS	401
20	7	It is insulting to women to have the "obey" clause remain in the marriage service.	AS	395
21	5	Intoxication among women is worse than intoxication among men.	DS	394
22	23	There are many jobs in which men should be given preference over women in being hired and promoted.	DS	376
23	11	Women earning as much as their dates should bear equally the expense when they go out together.	AS	361
24	21	Economic and social freedom is worth far more to women than the acceptance of the ideal of femininity which has been set up by men.	AS	349
25	1	Swearing and obscenity are more repulsive in the speech of a woman than a man.	DS	259

The rank of 1 represents the least traditional or most contemporary view.
 The rank of 25 represents the most traditional or least contemporary view.

AS = Agree Strongly

DS = Disagree Strongly

Since the ranking of the items by the four sub-groups differed from the ranking of the items by the total group, Table 16 was created to summarize the sub-group ranking of questionnaire items.

Table 16
 Sub-Group Ranking of the Attitudes Toward Women Questionnaire Items

Item Number	Education Majors		Non-Education		Child Development		Non-Child Development		Total	
	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank
1	61	25	59	25	80	25	59	25	259	25

Table 16 (Cont'd)

Item Number	Education Majors		Non-Education		Child Development		Non-Child Development		Total	
	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank
2	138	5	129	5	108	16	114	13	489	11
3	142	2-3	138	3	119	11	131	2-3	530	4
4	97	21	102	18	117	12	88	21	404	18
5	109	16-18	105	17	101	20	79	22	394	21
6	140	1	134	4	133	2-3	140	1	547	1
7	109	16-18	95	20	99	22	92	18	395	20
8	142	2-3	139	1-2	131	6	131	2-3	543	2
9	100	20	97	19	105	18-19	109	14	411	17
10	112	15	117	15-16	116	13	107	15	452	14
11	96	22	89	22-23	98	23	73	23	361	23
12	132	7	127	6-7	130	7	120	7-8	509	5
13	109	16-18	118	13-14	114	14	94	17	435	16
14	139	4	139	1-2	136	1	128	4	542	3
15	121	13	121	11-12	132	4-5	118	9	492	10
16	126	10-11	125	9-10	112	15	97	16	460	13
17	92	23	89	22-23	105	18-19	115	12	401	19
18	125	12	118	13-14	107	17	89	20	439	15
19	127	8-9	127	6-7	133	2-3	120	7-8	507	7
20	127	8-9	126	8	132	4-5	117	10	502	8
21	91	24	92	21	89	24	77	24	349	24
22	136	6	121	11-12	127	8	124	5	508	6
23	101	19	85	24	100	21	90	19	376	22
24	126	10-11	125	9-10	126	9	122	6	499	9
25	117	14	117	15-16	122	10	116	11	472	12

To further analyze the ranking of the items by the four sub-groups, the individual item agree and disagree responses were subjected to chi squared testing of association or statistical independence. Only items 1,2,4,16, and 18 were found to have a significant level of association. The results of this testing are summarized in Table 17.

Table 17

Response Association for "Attitudes Toward Women" Items

Item	N	Degrees of Freedom	Computed Value of Chi Squared	Level of Significance
1	200	3	8.8	.05
2	200	3	7.82	.05
4	200	3	10.34	.05
16	200	3	12.74	.01
18	200	3	12.98	.01

Conclusions

The main question under investigation was whether future teachers' attitudes toward women were significantly different from the attitudes of other college students. The fact that no significant differences were found in the attitude toward women scores of students who were studying to be teachers and the students who were not indicates that factors other than declared major are impacting the score.

Secondary questions were related to whether the sex of the student had an impact on the attitude toward women scores, and the results are not clearly in one direction or the other. There were only two instances in which a significant difference existed.

One was between male Child Development majors and male non-Child Development majors. The latter group was significantly more traditional in their views than the former. Since a similar finding was not observed between male Education majors and male non-Education majors, other factors again seem to be at work.

The other instance of significant difference was between the mean score of male and female Education majors. The female Education majors have a significantly less traditional attitude than the male Education majors. Between male and female Child Development majors, it is the male students who have the less traditional attitude toward women since they have mean and median scores which are higher than those of the female students; however, the difference is not statistically significant.

The rank ordering of the entire group of weighted scores presents some interesting impressions. The most traditional score possible for an item would be zero if every person polled had selected the most traditional view for the item. The most contemporary or profeminist score possible for an item would be six hundred if every person polled had selected the most contemporary or profeminist view for the item.

Interestingly, eight items scored within one hundred points of the most contemporary score ranging in value from 502 to 547. No item scored within one hundred points of the most traditional score; in fact, the most traditional score earned by any item was 259 for item one: "Swearing and obscenity are more repulsive in the speech of a woman than a man." This score was ninety points lower than the next lowest item. Table 18 below illustrates the distribution of responses to this item. Agree Strongly is the most traditional response, and Disagree Strongly is the most contemporary response for the item.

Table 18

Response	Education Majors	Non-Education Majors	Child Devel. Majors	Non-Child Devel. Majors	Total
Agree Strongly	14	15	9	21	59
Agree Mildly	21	19	13	9	62
Disagree Mildly	5	8	17	10	40
Disagree Strongly	10	8	11	10	39
Totals	50	50	50	50	200

When this item is subjected to chi square analysis, $\chi^2 = 18.8$ which is significant at the .05 level with nine degrees of freedom.

If the items are considered in major categories, three main groupings can be noted. They are items related to Marital and Family Relationships, items related to Social Behaviors, and items related to Vocational Activities. The items might be divided in the following manner:

Marital and Family Relationships:

Item

3. Both husband and wife should be allowed the same grounds for divorce.
6. Under modern economic conditions with women being active outside the home, men should share in household tasks such as washing dishes and doing laundry.
7. It is insulting to women to have the "obey" clause remain in the marriage ceremony.
10. Women should worry less about their rights and more about becoming good wives and mothers.
14. Sons in a family should be given more encouragement to go to college than daughters.

16. In general, the father should have the greater authority than the mother in bringing up children.
18. The husband should not be favored by law over the wife in the disposal of family property or income.

Social Behaviors:

Item

1. Swearing and obscenity are more repulsive in the speech of a woman than a man.
4. Telling dirty jokes should mostly be a masculine prerogative.
5. Intoxication among women is worse than intoxication among men.
9. A woman should be as free as a man to propose marriage.
11. Women earning as much as their dates should bear equally the expense when they go out together.
13. A woman should not expect to go to exactly the same places or to have quite the same freedom of action as a man.
17. Women should be encouraged not to become sexually intimate with anyone before marriage, even their fiancés.
21. Economic and social freedom is worth far more to women than acceptance of the ideal of femininity which has been set up by men.
25. The modern girl is entitled to the same freedom from regulation and control that is given to the modern boy.

Vocational Activities:

Item

2. Women should take increasing responsibility for leadership in solving the intellectual and social problems of the day.
8. There should be a strict merit system in job appointment and promotion without regard to sex.
12. Women should assume their rightful place in business and all other professions along with men.
15. It is ridiculous for a woman to run a locomotive and for a man to darn socks.
19. Women should be concerned with their duties of childbearing and housetending, rather than with desires for professional and business careers.
20. The intellectual leadership of a community should be largely in the hands of a man.

22. On the average, women should be regarded as less capable of contributing to economic production than are men.
23. There are many jobs in which men should be given preference over women in being hired and promoted.
24. Women should be given equal opportunity with men for apprenticeship in various trades.

If these items are considered in relationship to the ranking of items from most contemporary or profeminist to least contemporary or most traditional, it can be noted that eight of the nine social behaviors rank in the most traditional category being represented in the last ten items, that is, those with the lowest scores. None of the social behavior items are listed in the top ten most contemporary items.

Instead, in the top ten group, seven of the vocational activities items are listed and three of the marital/family relationship items appear. Looking more carefully at the vocational activities items, it can be noted that eight of the nine items cluster in ranking from 2 to 11. Only item 23 is ranked alone in the most conservative group. It has a score 113 points lower than the fifty-four point range from 489-543 of the other items in this category. One wonders whether the more contemporary view of women's vocational activities is a result of the legislation which has occurred in recent years or whether the legislation is a result of a more contemporary view of women's vocational activities.

Implications

When this study was undertaken, it was feared that because teaching has been a "female" profession for many years and still attracts a major portion of their students from the female sex perhaps that attitudes of future teachers toward women would be more traditional than those of other students. It also was hoped that perhaps they might have less traditional attitudes toward women which would magnify the possibility of implementing sex equality not only in

schools, but also in society. Fortunately, the fear was not realized, but unfortunately, the hope was also not realized. Instead, it was determined that there were no significant differences between the attitudes of future teachers toward women and those of other students.

The range of scores for the people studied was from twenty-four to seventy-five. Within each sub-group, there were some people who held very traditional attitudes toward women and others who held very liberal attitudes. If change is going to take place in behavior, change must take place in attitudes. The Del Ray and Russell (1978) study would support the position that education might be a way to launch an attack upon sexism. To do this, preservice training should be provided for future teachers, counselors, and administrators while inservice training should be provided for teachers, counselors, and administrators at the pre-school, elementary, secondary, college and university level in order to:

- A. confront and counter sex stereotypes.
- B. recognize the implications of sex role research.
- C. provide experience with non-sexist materials.
- D. provide information about how to evaluate and counteract sexism in the educational institution, curriculum and materials.
- E. encourage use of bias-free books and materials in which males and females are equitably represented in both achieving and nurturing roles in order to expand role options for all people.
- F. use universal terms when referring to all people.
- G. use neutral terms when referring to occupations or inanimate objects.
- H. help establish community workshops.
- I. learn how to use the media to inform the public about sexism.

Limitations

Apparent limitations of the study include:

1. The sample was drawn from just two colleges and the number of students

studied was small. There were two hundred students including: fifty Child Development majors, fifty non-Child Development majors, fifty Education majors, and fifty non-Education majors.

2. The results do not take into account the number of courses which the individual students have actually completed in their major area.

3. The listed choice of major area may or may not be the major in which the student will ultimately graduate.

4. The study did not consider the student's grade point average, socioeconomic background, or ethnic group.

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ATTITUDE TOWARD WOMEN SCALE: SHORT FORM

The statements listed below describe attitudes toward the role of women in society which different people have. There are no right or wrong answers, only opinions. You are asked to express your feelings about each statement by indicating whether you

- (A) Agree strongly
- (B) Agree mildly
- (C) Disagree mildly, or
- (D) Disagree strongly.

Please indicate your opinion by circling either A, B, C, or D.

- | | |
|---|---------|
| 1. Swearing and obscenity are more repulsive in the speech of a woman than a man. | A B C D |
| 2. Women should take increasing responsibility for leadership in solving the intellectual and social problems of the day. | A B C D |
| 3. Both husband and wife should be allowed the same grounds for divorce. | A B C D |
| 4. Telling dirty jokes should mostly be a masculine prerogative. | A B C D |
| 5. Intoxication among women is worse than intoxication among men. | A B C D |
| 6. Under modern economic conditions with women being active outside the home, men should share in household tasks such as washing dishes and doing the laundry. | A B C D |
| 7. It is insulting to women to have the "obey" clause remain in the marriage service. | A B C D |
| 8. There should be a strict merit system in job appointment and promotion without regard to sex. | A B C D |
| 9. A woman should be as free as a man to propose marriage. | A B C D |
| 10. Women should worry less about their rights and more about becoming good wives and mothers. | A B C D |
| 11. Women earning as much as their dates should bear equally the expense when they go out together. | A B C D |
| 12. Women should assume their rightful place in business and all other professions along with men. | A B C D |
| 13. A woman should not expect to go to exactly the same places or to have quite the same freedom of action as a man. | A B C D |
| 14. Sons in a family should be given more encouragement to go to college than daughters. | A B C D |
| 15. It is ridiculous for a woman to run a locomotive and for a man to darn socks. | A B C D |

(over)

16. In general, the father should have the greater authority than the mother in bringing up children. A B C D
17. Women should be encouraged not to become sexually intimate with anyone before marriage, even their fiances. A B C D
18. The husband should not be favored by law over the wife in the disposal of family property or income. A B C D
19. Women should be concerned with their duties of childbearing and housetending, rather than with desires for professional and business careers. A B C D
20. The intellectual leadership of a community should be largely in the hands of a man. A B C D
21. Economic and social freedom is worth far more to women than acceptance of the ideal of femininity which has been set up by men. A B C D
22. On the average, women should be regarded as less capable of contributing to economic production than are men. A B C D
23. There are many jobs in which men should be given preference over women in being hired and promoted. A B C D
24. Women should be given equal opportunity with men for apprenticeship in the various trades. A B C D
25. The modern girl is entitled to the same freedom from regulation and control that is given to the modern boy. A B C D

For research purposes, please fill in the following:

Your age _____

Your sex _____

Marital status _____

Major _____

Years of teaching experience _____

Implementing Guidelines

Illinois Law Providing for
Sex Equity in Education
(Sections 24-4, 24-7, 27-1 of The School Code of Illinois)

November 1977

State Board of Education
Illinois Office of Education

Joseph M. Cronin
State Superintendent of Education

PREFACE

In August of 1975, the Illinois Legislature expressed its commitment to educational equity by enacting legislation prohibiting sex discrimination in the common schools of Illinois. P.A. 79-597 charged the Illinois Office of Education with primary responsibility, in consultation with the Illinois High School Association, to develop guidelines for implementation at the elementary/ secondary level.

The formulation of these guidelines has been predicted by the substantive contributions of a great many persons and professional organizations; the guidelines represent the efforts of many well-informed, concerned persons. Every local (public and nonpublic) and regional superintendent in Illinois was invited to review and react to a preliminary draft, and many fine recommendations were incorporated during final revisions.

These guidelines will facilitate the efforts of Illinois educators as they work to expand options for all students, removing barriers and encouraging growth, so that no child is limited solely on the basis of his or her sex. They are a blending of ideas and ideals that can bring the promise of equal educational opportunity a step closer to reality in Illinois schools.

(over)

1. Authority

- 1.1 These guidelines are established pursuant to all pertinent authority conferred by the Constitution and Laws of Illinois including particularly Chapter 122, Section 10-20.7, 10-21.1, 10-22.5, 24-4, 24-7, and 27-1 of the Illinois Revised Statutes. These guidelines are based primarily on Section 27-1, which states in part:

"No student shall be refused admission into or be excluded from any course of instruction offered in the common schools by reason of that person's sex. No student shall, solely by reason of that person's sex, be denied equal access to physical education and interscholastic athletic programs or comparable programs supported from school district funds. Equal access to programs supported from school district funds and comparable programs will be defined in guidelines promulgated by the State Board of Education in consultation with the Illinois High School Association."

2. State Policy

- 2.1 It is the policy of the State of Illinois and the State Board of Education that no person should be subjected to discrimination on the basis of sex in any program or activity of an elementary or secondary educational institution receiving state financial assistance.

3. Definitions

Bona Fide Occupational Qualification (BFOQ) - is a job qualification which may reasonably be required of job applicants as necessary for effective functioning in a particular position. The use of sex as a BFOQ is illegal in most instances, notable exceptions in educational institutions being the supervision of locker rooms, showers, and toilet facilities.

Comparable - means similar in quality and quantity.

Contact Sports - are those sports whose major activity involves bodily contact; they include basketball, boxing, football, ice hockey, rugby, and wrestling.

Counseling - includes guidance activities, personal counseling, testing, provision of vocational and career education or information, scheduling assistance, and any other pupil services provided by counseling personnel.

Course - refers to district sponsored classes regardless of the location of class meetings, nature of instruction, or type or age of student.

Discrimination - is the effect of a policy, practice, or procedure which identifies a group of persons to receive unequal treatment, whether or not such effect is intended.

Equal Access - may be defined herein as availability of opportunity without discrimination on the basis of sex, going beyond simple admission to a course to include full participation in the learning process.

Equitable - means comparable, fair and just; equitable herein defined does not mean equal or same.

Prime Time - may be defined as that time period which is most desirable locally.

4. Administrative Policies

- 4.1 All official and unofficial policies of school districts should reflect the spirit of the State statute prohibiting discrimination on the basis of sex.
 - (a) The process of policy development should not discriminate against participants on the basis of sex.
 - (b) Each school district should have an official policy that guarantees both sexes equal access to employment, to educational programs and activities, and to extracurricular programs.

5. Admissions

- 5.1 Students of both sexes should have equal access to educational programs supported totally or in part by local school district funds.
 - (a) An institution should not set quotas on the number of male and female students who will be admitted.
 - (b) An institution should not set different admission standards for one sex than the other.

6. Employment

- 6.1 All persons, regardless of sex, should be accorded equal access to all categories of employment in a school district, the only exception being where sex is a bona fide occupational qualification.
- 6.2 All fringe benefits including but not limited to medical, hospital, accident or life insurance, retirement policies or plans, and leaves of absence should be provided without regard to sex.
- 6.3 There should be no discrimination on the basis of sex in the recruitment, hiring, assignment, retention, benefits or compensation of school district personnel.
- 6.4 Inservice training addressing the issue of sex equity in education should be provided to school district administrators and certificated and non-certificated personnel.

7. Instructional Programs

7.1 Course of Instruction

- (a) All course offerings should be open to all students regardless of sex.
- (b) Course requirements should be the same for both sexes.
- (c) Graduation requirements should be the same for both sexes.
- (d) Students should not be encouraged to take or refrain from taking any course on the basis of sex.
- (e) Neither course titles nor descriptions should discourage either sex from enrolling.
- (f) Course content should not be sex stereotyped or sex biased.
- (g) No student should be discriminated against because of actual or potential marital or parental status.

7.2 Permissible Separation by Sex

- (a) Students may be segregated by sex while they are participating in contact sport skill practice or competition; instructional portions of classes should be coeducational.
- (b) Membership in extracurricular choral groups may be limited by sex, provided comparable opportunities exist for both sexes.
- (c) Students may be separated according to sex during class sessions or portions thereof which deal exclusively with human sexuality.

7.3 Programmatic Areas

- (a) Career education should be made available to students in a non-sex biased fashion. Students of both sexes should be exposed to a variety of career models both traditional and nontraditional.
- (b) Students should not be divided according to sex when participating in music instruction, although divisions within a class may be established on the basis of voice range which may result in sections of one sex.
- (c) Physical Education
 - (i) Each physical education class should be open equally to both sexes.

- (ii) Where classes are based on skill level, non-sex biased testing should be used to determine class membership.
- (iii) Neither classes nor areas where classes are conducted should be designated by sex.
- (iv) Shower facilities and dressing areas should be comparable for both sexes.
- (v) Instructional staff assignments should be non-discriminatory; assignments to supervise locker rooms, showers, and toilet facilities may be made according to sex.
- (vi) Support services should be comparable for both sexes.
- (vii) Standards for measuring progress in physical education should not be sex biased.
- (d) Classes and related services for exceptional children should be furnished on a non-discriminatory basis whether furnished by the school district either independently, cooperatively with other districts or through private placement.
- (e) Vocational schools and classes should be equally accessible to students of both sexes.
 - (i) Local advisory councils should include persons with knowledge of problems related to sex discrimination in job training and employment.
 - (ii) All vocational courses and activities should be free of sex discrimination.
 - (iii) Opportunities should be provided for both students and instructors to explore problems of sex bias in education and the working world.
 - (iv) Students should be encouraged to participate in vocational courses and programs consistent with their abilities, interests and aptitudes regardless of sex.

7.4 Classroom Practices

- (a) Teachers should employ teaching methods and attitudes which promote sex equality.
- (b) Teachers should not display sex bias in discipline, assignments, selection and use of materials, seating arrangements or any other aspects of conducting class.

(over)

7.5 Instructional Materials and Textbooks

- (a) School districts should establish and implement a policy that provides for the elimination of sex bias in all textbooks and other instructional materials.
- (b) Prior to the elimination of sex discriminatory texts and materials, teachers should employ methods designed to counteract such bias.
- (c) All textbooks and other instructional materials adopted or purchased should be free of sex bias.
- (d) Classic literature which contains sex bias need not be removed from course materials, but such sex bias should be identified, discussed and counter-balanced where possible.

8. Counseling

- 8.1 Counseling should be provided equally and in a nondiscriminatory manner to both sexes.
- 8.2 All appraisal instruments and the like should be free of sex role stereotyping in content, administration and interpretation.
- 8.3 Career materials should be free of sex bias, encouraging consideration of all careers by both sexes.
- 8.4 Counselors should not sex stereotype students by attributing behaviors, abilities, interests, values, and/or roles to a person or group of persons on this basis of their sex.
- 8.5 Counselors should provide special support to students who choose not to conform to such stereotypes.
- 8.6 Students should not be advised to enroll in courses on the basis of sex.
- 8.7 Students should not be assigned to a counselor on the basis of sex except as deemed necessary in individual cases for effective interaction and counseling.

9. Extracurricular Activities

- 9.1 All extracurricular activities, (except permissible separations by sex as described in 7.2) including sports programs, clubs, committee memberships, service or honor organizations, intramurals and various after-school activities, which are offered by or through a school should be available to all students on an equal basis regardless of sex.

- (a) Students of both sexes should be encouraged to participate in extracurricular activities which traditionally may have restricted participation or membership on the basis of sex.
 - (b) All intramural sports activities (excepting "contact sports") should be open to students of both sexes.
- 9.2 Athletic programs should be open to members of both sexes and both sexes should be accorded equal opportunities.
- (a) Athletic programs should accurately reflect the interests and abilities of all students.
 - (b) Separate teams are allowable for contact sports.
 - (c) Where a coeducational team in such sport will not accommodate the interest and abilities of members of both sexes equally, separate teams should be afforded by sex.
 - (d) In a non-contact sport, if a team is provided for only one sex, members of the excluded sex should be allowed to compete for a place on the team if they were previously limited in over-all sports opportunities in that district.
 - (e) Supplies and equipment should be comparable in quality and in amount as appropriate to the participation in each sport.
 - (f) Scheduling of athletic activities, including practices and games, should be equitable for all sports and both sexes. "Prime time" should be scheduled in such a way as to assure equity, even when this means departing from traditional practices.
 - (g) Allowances for travel and per diem should be equitable for both sexes.
 - (h) Coaching assignments and salary should be set without reference to either sex of the coach or sex of participants.
 - (i) Compensation of coaches should be equitable to both sexes in terms of the demands of each sport and each team. Factors to be considered include, but are not necessarily limited to, length of season, number of contests, number of participants, number of assistants and level of competition.
 - (ii) Special benefits accorded coaches by the school district should be provided equally for each sex. Factors to be considered include, but are not necessarily limited to, released time, reduced teaching assignments, provisions for scouting, attendance at clinics and/or tournaments.

- (iii) Changes should not be made in coaching assignments which would have a disproportionately adverse effect on the employment opportunities of one sex.
- (iv) Coaches should not be recruited or assigned on the basis of sex except as part of an affirmative action effort.
- (i) The use of facilities for practice and competition should be equitable, particularly among sports which have comparable facility requirements.
 - (i) Facilities should be appropriate to the sport and of comparable quality; when comparable facilities cannot be provided, assignments should not be determined by tradition, the sex of the participants, or any factor which would result in discrimination on the basis of sex.
 - (ii) Locker rooms, lounge facilities open to dressing areas, showers and dressing areas may remain segregated by sex; however, they should be comparable in accommodations and services.
- (j) Medical and training services should be provided on an equitable basis for all students in all sports.
- (k) District personnel should attempt to provide comparable publicity for all sports; special care should be taken to assure that traditional sports do not receive disproportionate emphasis.

9.3 Awards, honors, and scholarships should be determined by student achievement rather than according to separate requirements based on the sex of the student.

- (a) All awards and honors granted by the school district should be either available equally to students of both sexes or comparable for students of each sex.
- (b) Students of both sexes should have equal access to any scholarships awarded by the school. Schools should make certain that previous discrimination on the basis of sex does not place either sex at a disadvantage in current competition.

9.4 Specialized activities, including but not limited to Cheerleaders, Pom-Pon Squads, and Color Guards, should be available equally to students of both sexes.

- (a) Criteria, selection procedures and uniform restrictions which would directly or indirectly result in discrimination according to sex should not be used.

- (b) Criteria for utilization of such groups should not be sex biased.

9.5 A school district should provide equal access to all clubs and activities directly or indirectly supported by school district funds.

- (a) Equal access guidelines do not apply to certain single-sex youth organizations with which schools cooperate such as Girl Scouts and Boy Scouts.

- (b) Other clubs should not use names which imply membership or participation is restricted on the basis of sex.

9.6 The selection process for the school safety patrol should reflect performance and reliability without reference to the sex of the students.

9.7 Speech and drama activities should be available to all students regardless of sex.

- (a) Specific activities, such as working on stage crews, promoting, acting and directing, should provide overall equity of opportunity for both sexes according to ability levels and interests of the students.

- (b) Competitive speaking events should be open to both sexes. Events such as "girls' extemporaneous speaking" and "boys' extemporaneous speaking" should no longer be offered separately.

- (c) Single sex material (e.g., a monologue specific to one sex) may be used as long as comparable opportunities are given to the opposite sex.

9.8 Miscellaneous

- (a) A king or queen of an activity may be selected; however, there should be comparable opportunities over the course of the school year for students of both sexes.

- (b) If schools hold separate mother-daughter, father-son occasions, comparable opportunities should be available for students of both sexes and the special needs of children from one-parent families should be considered.

10. Grievance Procedures

- 10.1 Persons (employees, students, parents, concerned citizens) wishing to present a sex discrimination question for review should have access to an appropriate local district grievance procedure.

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- (a) Employees, students and parents should be notified of the grievance procedure appropriate for use in questions of sex discrimination under the State law.
- (b) Such procedure should clearly indicate the steps to be taken in initiating a grievance and should include specific timelines for completion of review and rendering of decision.